Research on the Application of Intangible Cultural Heritage Music Culture in Higher Education Music Teaching

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Abstract: *Intangible cultural heritage (ICH) music, as a core part of ethnic culture, contains rich historical, artistic, and social values. In the context of globalization and modernization, ICH music faces challenges in terms of survival and inheritance. This paper explores the definition, characteristics, historical development, and transmission paths of ICH music, analyzing its educational functions and practical value in higher education music teaching. The study finds that ICH music not only cultivates students' artistic literacy and innovative thinking but also enhances cultural identity and social responsibility. This paper proposes pathways for integrating ICH music into higher education music teaching, including curriculum system integration, teaching method innovation, and resource development and utilization. The challenges faced and future development directions are also discussed, with a call for new opportunities for the inheritance and innovation of ICH music through modern educational technology and interdisciplinary integration.*

Keywords: *Intangible Cultural Heritage Music Culture; Higher Education Music Teaching; Cultural Inheritance; Innovative Teaching; Educational Technology*

Introduction

Intangible cultural heritage music, as an important part of traditional culture, carries rich historical and cultural connotations and has irreplaceable cultural value. Its inheritance and innovation are crucial for higher education music teaching and can play an important role in modern society. With the advancement of globalization, ICH music faces a dilemma of gradual decline. However, effectively incorporating ICH music into higher education music teaching not only helps to enhance students' artistic literacy but also strengthens their cultural identity and social responsibility, fostering respect and awareness of cultural inheritance. Researching the application of ICH music in higher education is both a necessary step for the protection of traditional culture and a practical need to enhance the quality and innovation of contemporary music education. By exploring the educational value and application models of ICH music, it can promote its deep integration into the modern education system, driving the sustainable development of ICH music, which holds significant theoretical and practical significance.

1. Overview of Intangible Cultural Heritage Music Culture and Its Educational Value

1.1 Definition and Characteristics of Intangible Cultural Heritage Music Culture

Intangible Cultural Heritage (ICH) music culture refers to musical traditions and art forms that have been accumulated through long-term human social practice within specific historical and cultural contexts. It includes aspects such as traditional musical performance techniques, vocal forms, instrument making, and composition, and it reflects the diversity and regionalism of cultures. One of the core characteristics of ICH music culture is its intergenerational transmission, which does not rely on written records but is passed down orally, through hands-on practice, and through group participation. The transmission of ICH music usually occurs within folk communities, religious rituals, and festive activities, where the content, forms, and techniques are filled with cultural symbols and group identity, becoming an important link in maintaining cultural diversity and national spirit[1].

Moreover, another prominent feature of ICH music culture is its diversity and flexibility. As society and cultural contexts change, ICH music is not fixed but adapts and evolves through social practice.

For example, some traditional music forms may incorporate modern elements, forming new expressions. This transformation and innovation are key to the continuity of ICH music culture. It reflects the dynamic balance between tradition and modernity, preserving the essence of traditional music while also revitalizing it through innovation and modern communication tools such as digital recordings and online platforms. This flexible mode of transmission ensures the sustainable development of ICH music culture and allows it to interact and blend with other cultures in the context of globalization.

1.2 Historical Development and Transmission Paths of ICH Music

The historical development of ICH music culture is closely tied to the evolution of society, culture, and technology. From its origins in oral transmission and ritual performances, to its gradual documentation in written records, preservation in audiovisual materials, and acceptance into modern educational systems, the methods of transmitting ICH music have undergone significant changes. Early ICH music was primarily transmitted within communities through oral teaching and participatory practices, ensuring the direct transmission of musical forms and performance techniques. However, with changes in social structures and advances in technology, particularly with the advent of printing and sound recording technologies, traditional music began to be preserved and disseminated through written texts and audiovisual materials. Despite these technological advancements, the soul of ICH music still relies on human performance and live interaction, which cannot be fully replicated through technology.

In contemporary times, with the advancement of cultural globalization, ICH music faces increasing challenges in terms of survival and inheritance. Traditional music forms are gradually fading in the wave of global modernization, and some pieces and techniques have even been lost. In response to this challenge, the transmission paths of ICH music have become more diversified and systematized. In modern China, national and local governments have implemented policies and projects for the protection of ICH, allowing for a more scientific and standardized approach to its transmission. Meanwhile, higher education institutions and art schools have begun integrating ICH music into their curricula, promoting the combination of academic research and practical performance, and innovatively incorporating it into modern education. Furthermore, with the development of internet technologies, digital archives, online teaching platforms, and virtual performances have provided new possibilities for the transmission of ICH music. These new dissemination channels not only expand the audience of ICH music but also foster its reinvention and reuse in modern society[2].

1.3 Educational Function and Significance of ICH Music Culture

The function of ICH music culture in education goes beyond the mere transmission of artistic skills; its deeper significance lies in fostering students' cultural identity, national sentiment, and social responsibility. As an important part of traditional culture, ICH music culture contains rich historical, philosophical, and social values. In higher education music teaching, the educational function of ICH music reflects a multi-dimensional cultural transmission. Through teaching and practice, students not only master traditional musical performance techniques but also gain a deep understanding of the cultural symbols and historical context embedded within them, stimulating their recognition and reverence for traditional culture. In the context of globalization, the study of ICH music enables students to better understand the uniqueness of their own ethnic culture and strengthens their cultural confidence. This educational function transcends the simple transmission of skills, forming a deeper construction of cultural identity.

At the same time, the educational significance of ICH music lies in its ability to stimulate artistic literacy and creativity. The uniqueness and complexity of ICH music make it both a challenge and an opportunity in higher music education. During the learning process, students need to master traditional performance techniques, understand the cultural significance of specific scales and rhythms, and innovate and express themselves based on this knowledge. This artistic training not only enhances students' musical literacy but also promotes the development of their aesthetic abilities and creative thinking. Additionally, the education of ICH music helps cultivate students' sense of social responsibility. In the context of globalization and modernization, the protection and inheritance of ICH music face many challenges. Music education is not just about skill transfer; it is also about awakening the responsibility for protecting cultural heritage. Through education, students can recognize the vulnerability of cultural heritage and contribute to its preservation and innovation, thereby enhancing their sense of responsibility to society and respect for cultural diversity.

2. Application Models of Intangible Cultural Heritage Music Culture in Higher Education Music Education

2.1 Pathways for Integrating ICH Music into the University Curriculum System

The integration of ICH music culture into the university curriculum system is an important approach to combining traditional culture with modern education. In current university music education, although Western classical music and modern popular music dominate, ICH music culture, as an important part of national culture, still occupies a relatively marginal position. Therefore, the effective integration of ICH music culture not only enriches the content of music education but also helps cultivate students' cultural identity and historical responsibility. First, the integration of ICH music should be achieved by incorporating it into the core modules of the curriculum. This involves embedding basic concepts of ICH music, its historical background, and performance techniques into foundational courses in music programs, allowing students to engage with ICH music while studying music theory, music history, and other related subjects. This approach creates a teaching framework for ICH music within the curriculum structure[3].

In addition to integrating core courses, ICH music can also be reflected through interdisciplinary integration in other academic fields. For example, by combining elements from sociology, cultural studies, and other disciplines, students can study the role and impact of ICH music in different social contexts, helping them gain a more comprehensive understanding of its cultural value. Moreover, universities can use project-based learning to combine the transmission of ICH music with practical creation, providing students with more dynamic learning experiences. This interdisciplinary and project-based integration not only enriches the teaching content but also opens new paths for the modern transmission of ICH music, promoting its deep integration and innovative development within university curricula.

2.2 Innovation and Practice of ICH Music Teaching Methods

The teaching methods for ICH music need innovation and development to meet the demands of modern higher education. Traditional ICH music teaching typically focuses on skill instruction and performance training. However, with the update of educational philosophies, the methods of teaching ICH music should place more emphasis on students' overall development and the stimulation of innovative thinking. First, the teaching methods for ICH music should focus on experiential learning and interactive teaching. The learning of traditional music should not be limited to mechanical memorization of notes and rhythms, but should involve direct participation and practice to stimulate students' emotional recognition and cultural resonance. For instance, teaching can incorporate interactive methods such as case studies and role-playing, allowing students to further understand the functions and meanings of ICH music in specific cultural contexts through role experiences and situational simulations.

Secondly, the teaching of ICH music should emphasize interdisciplinary integration. Modern music education should not only focus on cultivating skills and expressiveness but should also integrate knowledge from disciplines such as sociology, anthropology, and cultural studies. During the teaching process, the historical development, social functions, and folkloric backgrounds of ICH music can be explored through interdisciplinary discussions and analyses. This interdisciplinary integration not only broadens students' knowledge horizons but also helps them understand the multifaceted value of ICH music. Additionally, with the development of information technology, the teaching of ICH music can be innovated through digital means, such as online platforms and virtual reality technologies, providing richer learning resources and experiences. This allows students to more intuitively and vividly engage with and understand the various aspects of traditional music[4].

2.3 Development and Utilization of ICH Music Cultural Resources

The development and utilization of ICH music cultural resources are key to ensuring their effective transmission and innovative development. Universities must scientifically develop and utilize these valuable cultural resources to ensure that they flourish in modern education. First, the development of ICH music resources should focus on the digital preservation and reproduction of traditional music. Using digital technologies, traditional compositions, performance techniques, and instrument-making processes can be recorded and preserved in audio, video, and text formats. This not only prevents the loss of ICH music resources but also provides abundant materials for teaching and research.

Additionally, with the advancement of artificial intelligence technology, analyzing and reconstructing ICH music through intelligent means can provide more detailed sound data support for teaching, helping students better grasp the details and essence of traditional music.

Furthermore, universities should leverage their academic advantages to deeply explore and integrate local and regional ICH music resources, promoting their connection with society and culture. Through collaborations with enterprises and industry-academia-research partnerships, universities can align ICH music culture with societal needs. For example, ICH music resources can be combined with tourism and the cultural creative industries to develop marketable cultural products, while also enhancing the role of ICH music in local economic and social development. Academically, universities should work with cultural protection organizations and folk art groups to carry out research and preservation projects for ICH music, exploring innovative transformation paths for ICH music culture. The development and utilization of these resources not only promote the protection and transmission of ICH music but also provide students with broader learning and practical platforms, further advancing the deep integration and sustainable development of ICH music within the modern education system.

3. Challenges and Development Directions in the Application of Intangible Cultural Heritage Music Culture

3.1 Integration and Optimization of ICH Music Education Resources

In the educational application of ICH music culture, the integration and optimization of resources is key to enhancing teaching effectiveness. Currently, the educational resources for ICH music are somewhat fragmented, lacking systematization and comprehensiveness, which makes it difficult for universities to fully utilize the existing ICH music resources during teaching. First, the integration of ICH music education resources should be achieved through multi-party cooperation, especially with the joint support of cultural preservation organizations, folk art groups, local governments, and other stakeholders to establish cross-sectoral collaboration platforms. This platform can not only effectively gather various ICH music resources but also provide universities with richer teaching materials, such as traditional instruments, artist lectures, and performance resources, ensuring the diversity and practicality of the teaching content[5].

Moreover, the optimization of ICH music education resources should also be enhanced through modern methods. For example, by leveraging digital technology, traditional ICH music materials can be preserved and digitally displayed, and online learning platforms can be developed to provide a resource library for students' independent study. This not only breaks geographical limitations, allowing more students to access ICH music, but also makes ICH music education resources more efficient and precise. In addition, universities should actively promote cooperation with the cultural and creative industries, combining the artistry of ICH music with market demands to form an effective resource-sharing mechanism, providing more stable and sustainable resource support for ICH music education.

3.2 Integration of ICH Music Education with Modern Educational Technologies

The application of modern educational technologies offers new possibilities for the innovation and dissemination of ICH music education. With the rapid development of information technology, the use of digital tools and online platforms in teaching has become an undeniable trend. First, the integration of audio and video technologies makes the teaching of ICH music more intuitive and vivid. Through high-quality recordings and video materials, students can review and analyze traditional music performance techniques and artistic expressions anytime and anywhere. The complex performance techniques and unique timbres of ICH music can be more accurately restored using modern recording equipment, enabling students to master its performance essence through repeated listening. This not only enhances students' understanding of ICH music but also compensates for the limitations of traditional teaching, which cannot provide repeated hands-on experiences.

Furthermore, information technology enables the widespread dissemination of ICH music learning resources, promoting a transformation in educational methods. Universities can utilize online platforms to offer courses or digitalized teaching, breaking the constraints of time and space, thus providing more students with opportunities to engage with traditional music culture. These platforms not only offer course content but also promote interaction through interactive teaching designs, encouraging communication and discussion among students, teachers, and peers, enhancing the interactivity and

engagement of learning. With the development of cloud computing and big data technologies, universities can tailor teaching arrangements based on students' learning progress and interests, making the content more flexible and fully respecting students' independent learning needs. Information-based educational methods have improved the efficiency and reach of ICH music teaching, facilitating the effective transmission of traditional culture in modern society[6].

3.3 Sustainable Development Strategies for ICH Music Cultural Education

The sustainable development of ICH music cultural education relies not only on the integration of resources and the innovation of technologies but also on the collective promotion of long-term mechanisms through educational philosophy, policy support, and social participation. First, ICH music education requires the formulation of long-term educational plans, integrating it into the overall educational system of universities, ensuring continuous financial support and policy guarantees. Governments and relevant cultural departments should introduce policies that encourage universities to engage in the teaching and research of ICH music and provide corresponding financial assistance. Meanwhile, universities should strengthen cooperation with local cultural preservation organizations and ICH inheritors to jointly formulate long-term teaching and inheritance plans, ensuring the systematic and continuous transmission of ICH music culture.

Second, the sustainable development of ICH music education should focus on cultivating professional talent and fostering cultural identity among the public. Universities should intensify the development of disciplines in the field of ICH music and talent cultivation, training innovative music talents who possess a deep understanding of traditional music while incorporating elements of ICH music in modern music creation and performance. Additionally, universities should promote the social transmission of ICH music culture through off-campus practices and cultural exchanges, enhancing the public's recognition and interest in ICH music. Through national education and social participation, ICH music culture can achieve broader dissemination and sustainable development, ultimately forming a virtuous cycle in ICH music education.

Conclusion

The application of ICH music culture in university music education is not only a protection and transmission of traditional culture but also a profound cultivation of students' cultural identity and artistic literacy. By integrating ICH music into university curricula and adopting innovative teaching methods, such as experiential learning, interdisciplinary integration, and digital educational technologies, students' understanding and recognition of ICH music can be effectively enhanced. Meanwhile, ICH music education resources need to be integrated through multi-party cooperation, with modern information technologies promoting its popularization and innovation in education. In the future, universities should strengthen cooperation with cultural preservation organizations and folk art groups, develop digital resource libraries, and combine societal needs to promote the market application of ICH music, ensuring its sustainable development in modern educational systems. Additionally, the teaching of ICH music culture should further explore interdisciplinary innovation paths to promote its creative transformation in the context of globalization. Through these measures, ICH music will not only add new dimensions to university music education but also open up vast spaces for the transmission and innovation of traditional culture.

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